



## **FEEDBACK AND MARKING POLICY**

**Policy creation: June 2021**

**Policy review date: June 2022**

*"Jesus came to give fullness of life" John 10:10*

## Whole school feedback policy for all subjects

### **Vision Statement:**

At Idle CE Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which enables: 'All to discover and develop their God-given gifts and talents to flourish in the fullness of life Jesus came to give (John 10 v 10).'

### **Aims:**

Our aim at Idle C.E (A) Primary School is to ensure that all children are valued as an individual so that they can develop their potential through an active role in their own learning. There is consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations, develop self-confidence and learning and progression are developed.

The aim of this feedback policy is:

- To show skills progression and development as a continued flow throughout the school
- To make marking meaningful, manageable and motivating
- To advance pupil progress and outcomes
- To ensure that feedback is timely, frequent and acted on

### **All subject approach:**

- During lessons, teachers should live-mark and provide instant feedback for children to action. Any editing/up-leveling is to be completed in a black pen to show the child's action.
- From Year 1 – Year 3, any spelling mistakes (maximum of 3) are written correctly by the teacher at the end of a piece of work. The child should then find and replace their mistake within their work and write the word out three times. In Years 4-6, spelling mistakes will be identified by a pink highlighter for the child to independently find the correct spelling, editing it in their work and writing it out three times.
- Working walls should be used to display relevant feedback given from the previous lesson. This can be added to by children or adults.
- By the end of the lesson, where applicable, pupils should self-mark using a black pen.
- Children should self-evaluate their emotional intelligence at the end of a piece of work using the smiley face criteria.

- At the end of the lesson, the teacher should identify any work which needs to be re-taught (pink), consolidated (yellow), extended (green). These can be identified by using the whole class feedback sheet, sorting the books into 3 piles and highlighting the learning objective.
- Any work set remotely on Class Dojo will be acknowledged by the class teacher and feedback given where appropriate.

### **Writing books:**

- In addition to the above, at the end of a lesson, children should self-mark their writing by identifying the age-appropriate writing features they have used. (See grammar abbreviation sheet according to year. These targets are for the end of the year and should be gradually introduced throughout the year.) The abbreviations for these should be written in black pen in the margin. This will start with pupils identifying capital letters and full stops in Year 1 to progressing to all grammatical features by the end of Year 6. The teacher needs to direct pupils for how many of each criteria the children need to identify in their work. If pupils haven't achieved all of these, they will list the missing abbreviations at the end of their work in a circle and then use their black pen to edit/ up-level their writing to include the missing features which can then be ticked off by the child. These abbreviations can also be used across all subjects as an extension task for pupils to demonstrate the importance of writing across the curriculum.
- For longer writing pieces, or where appropriate, whole class feedback sheets must be used following the whole school template provided.